



A.C. Corcoran Elementary

8585 Vistavia Road
Charleston, SC 29406

Grades	PK-5 Elementary School	
Enrollment	676 Students	
Principal	Reginald Bright	843-764-2218
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Below Average
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	19	89	11	1

* Ratings are calculated with data available by 11/07/2012.

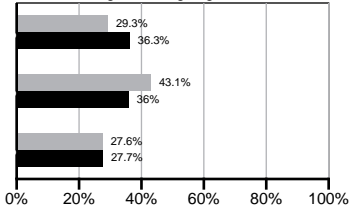
Palmetto Assessment of State Standards (PASS)

Exemplary

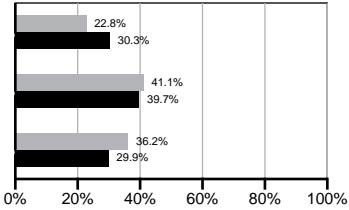
Met

Not Met

English/Language Arts



Mathematics

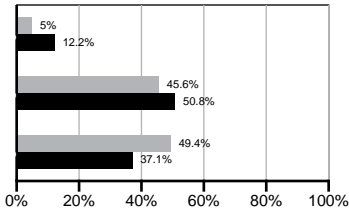


Exemplary

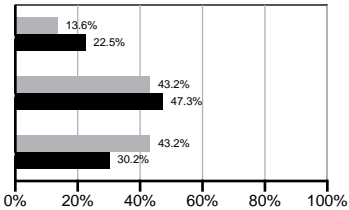
Met

Not Met

Science



Social Studies

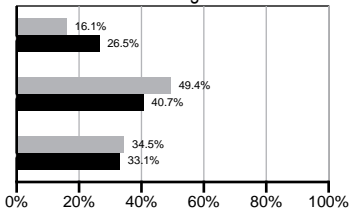


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=676)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Up from 0.3%	1.5%	1.0%
Attendance rate	95.6%	Up from 95.1%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 0.9%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	59.6%	Up from 47.7%	61.0%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	84.3%	Up from 81.8%	88.2%	88.7%
Teacher attendance rate	97.9%	Up from 95.9%	94.8%	95.1%
Average teacher salary*	\$41,183	Up 2.7%	\$46,775	\$47,210
Professional development days/teacher	11.4 days	Up from 5.8 days	11.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	24.9 to 1	Up from 21.8 to 1	19.8 to 1	20.0 to 1
Prime instructional time	93.2%	Up from 90.9%	89.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,920	Down 7.3%	\$7,351	\$7,247
Percent of expenditures for instruction**	69.8%	Down from 71.0%	68.3%	68.2%
Percent of expenditures for teacher salaries**	68.2%	Down from 69.1%	65.1%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

This report card is presented annually to give the parents, community, and interested citizens the status of A. C. Corcoran Elementary School. The report is designed to give the reader information about the progress of the school, faculty, staff, and students.

The administration, faculty, and staff use school data to develop strategic plans for improvement. With the Charleston County School District's theme, "Charleston Achieving Excellence" as the backdrop, the mission at A. C. Corcoran is to provide instruction that will enable students to reach their maximum potential. The professional staff continues to strive to reduce the number of students scoring not met in reading and mathematics on the state test by 10% each year. During 2011-2012, emphasis was directed toward increasing the number of students scoring exemplary on the state PASS assessment.

During the 2011-2012 school year, the faculty studied student data to determine instructional strategies. Student progress was monitored in grades 1 through 5 by using the MAP results. Teachers charted student progress on the DATA WALL by using the MAP results. Students were tested in September, December, and April. Students were also monitored in kindergarten and first grade by using the Aimsweb test.

The instructional resource teachers (IRT) along with the principal and assistant principal met weekly with the grade level teams to discuss instructional strategies, monitor student progress, and discuss implementation of strategies and the coherent curriculum. The coherent curriculum, state support documents, and instructional calendars drive the instructional program for all students.

Based on the 2011 PASS test results, A. C. Corcoran did not meet AYP in math. To assist our students in grades 3-5 an after school tutoring program was initiated for targeted students to increase achievement in math.

The Positive Behavioral Interventions and Supports system continued to be used. This program trained teachers in how to be more proactive with classroom management and how to be persistent in promoting a positive learning environment. Teachers received additional training and continued to promote positive discipline. Students were recognized for positive discipline through the use of PAWS tickets. Students received weekly recognitions on the morning show for following their PAWS expectations. Students were able to save their PAWS tickets to purchase items from the school store. Students also received PAWS awards at the Awards Assembly at the end of each grading period.

Volunteers continue to provide excellent support to the teachers and students. The number of volunteers increased, and the volunteers were honored at the last PTA meeting and with an end-of-year celebration.

Janice A. Timko, Principal

Teresa Wilson, Chairman SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	93	58
Percent satisfied with learning environment	69.4%	86.8%	84.9%
Percent satisfied with social and physical environment	78.4%	88.2%	81.0%
Percent satisfied with school-home relations	67.6%	86.0%	87.3%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	87.9
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

A.C. Corcoran Elementary school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	647.1	636.0	601.8	610.9	99.3	99.6
Male	640.5	636.4	600.3	608.3	99.3	100.0
Female	654.5	635.5	603.4	613.8	99.2	99.2
White	678.8	660.6	625.9	630.1	100.0	100.0
African American	637.1	628.3	595.4	606.2	99.0	99.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	641.8	630.7	599.0	606.0	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	100	98	35.6	31	33.3	64.4
	4	107	100	26.7	41.1	32.2	73.3
	5	86	98.8	26	44.2	29.9	74
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	96	97.9	20.5	36.1	43.4	79.5
	4	87	100	31.6	44.7	23.7	68.4
	5	94	100	30.2	48.8	20.9	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	100	98	50.6	25.3	24.1	49.4
	4	107	100	25.6	42.2	32.2	74.4
	5	86	97.7	39	36.4	24.7	61
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	96	99	34.5	33.3	32.1	65.5
	4	87	100	39.5	46.1	14.5	60.5
	5	94	100	34.9	44.2	20.9	65.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	47	100	52.5	35	12.5	47.5
	4	107	100	38.9	56.7	4.4	61.1
	5	41	100	54.1	35.1	10.8	45.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	46	100	52.5	35	12.5	47.5
	4	87	100	N/AV	N/AV	N/AV	52.6
	5	48	100	50	43.2	6.8	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	52	98.1	44.7	46.8	8.5	55.3
	4	107	100	27.8	57.8	14.4	72.2
	5	43	100	45	42.5	12.5	55
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	49	100	34.1	36.4	29.5	65.9
	4	87	100	35.5	56.6	7.9	64.5
	5	46	100	66.7	26.2	7.1	33.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	85	100	41	38.5	20.5	59
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	93	100	34.5	49.4	16.1	65.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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